DOCUMENT RESUME

ED 479 664 CE 085 284

TITLE	EFF Voice, Spring 2003.
INSTITUTION	National Inst. for Literacy, Washington, DC.
PUB DATE	2003-00-00
NOTE	18p.; Volume numbering duplicates Winter 2002 issue. Published annually. Published by the Equipped for the Future (EFF) National Center, Orono, Maine.
AVAILABLE FROM	For full text: http://www.nifl.gov.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	EFF Voice; v3 n1 Spr 2003
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Dislocated Workers; *Education Work Relationship; Educational Certificates; *Employment Potential; Entry Workers; *Job Skills; Job Training; *Labor Force Development; Learning Activities; Limited English Speaking; Literacy Education; Occupational Information; Partnerships in Education; Retraining; State Programs; *Student Certification; *Transitional Programs; Vocational Education; Work Experience
IDENTIFIERS	New Jersey

ABSTRACT

This issue comprises seven articles that share ways Equipped for the Future's (EFF's) partners are using EFF to help adults build the skills they need to be successful in the workforce. "Building and Certifying Work Readiness" discusses the Work Readiness Credential being developed that will define, measure, and certify that individuals have mastered the knowledge, skills, and abilities they need to succeed in entry level work in the 21st century. "Who Will Be First Hired and Last Fired" focuses on how EFF ensures that the people referred to job openings are equipped with the skills, knowledge, and abilities needed in the 21st century workplace. "New Jersey Uses EFF to Structure Its Workforce Development System" describes how New Jersey is using EFF to craft a common vision and common set of results for the state's workforce development system. "Combining Work and Education" shows how EFF is helping Canton City Schools, Ohio, prepare mothers on welfare to make the transition to the workforce for the first time. "From Role Map to Standards to Performance Assessment" describes the worker role map. "Linking to Private Sector Partners: EFF and Retail Sales" reports how business organizations like the National Retail Federation use EFF to prepare prospective retail workers to meet customer service standards developed by the Sales and Service Voluntary Partnership. "EFF Effectively Links Education and Training" discusses the program at Anamarc Educational Institute in El Paso, Texas, to prepare dislocated garment workers whose first language is Spanish to build the skills they need to find new jobs in the growing health care sector. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 479 664

EFF Voice

Spring 2003

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE085284

SPRING 2003 VOL. 3/NO. 1

EFF VOICE

EQUIPPED FOR THE FUTURE IS AN INITIATIVE OF THE NATIONAL INSTITUTE FOR LITERACY

Equipped for the future

In this issue...

1 Building and Certifying Work Readiness

1 Who Will be First Hired and Last Fired?

5 New Jersey Uses EFF to Structure Its Workforce Development System

6 Combining Work and Education: It Doesn't Have to Be a Case of Either/Or

8 From Role Map to Standards to Performance Assessment

10 Linking to Private Sector Partners: EFF and Retail Sales

13 EFF Effectively Links Education and Training

16 On-Line Resources

NIFL

National Institute for Literacy
1775 I Street, NW,
Suite 730,
Washington, DC
20006-2417
Tel 202/233-2025
Fax 202/233-2050
Web www.nifl.gov

Building and Certifying Work Readiness

A Message from Sondra Stein, Director, EFF

DEAR COLLEAGUES:

We have assembled this issue of the *EFF Voice* to share with you some of the ways our partners are using EFF to help adults build the skills they need to be successful in the workforce today. You'll learn about how states like New Jersey are using EFF to craft a common vision and a common set of results for the state's workforce development system; how states like Texas have integrated EFF into their RFPs for state-funded workplace literacy programs; how business organizations like the National Retail Federation use EFF to prepare prospective retail workers to meet the Customer Service standards developed by the Sales and Service Voluntary Partnership. You'll also see how EFF is helping programs like Canton City Schools in Ohio prepare mothers who are on welfare to make the transition to the workforce for the first time, and programs like Anamarc in El Paso, Texas prepare dislocated garment workers whose first language is Spanish to build the skills they need to find new jobs in the growing health care sector. You'll hear moving stories of individual transformation; and you'll learn about the amazing results of Washington's Families That Work/Work First program—results they attribute to EFF.

I love the inventiveness of our partners—the ways they use EFF to open doors and build bridges. It confirms the National Institute for Literacy's (NIFL) original vision of EFF as a set of tools that enables us to forge strong connections between the worlds of adult education and workforce development and to better serve the needs of our interagency partners in education, labor, and health and human services. It is deeply gratifying to me to see that we are so well able to address Congress' intent when they created NIFL: to provide tools to meet the needs of the millions of adults whose literacy skills are not strong enough to be successful in the 21st century workforce.

And now we are getting ready to provide a new tool that will strengthen these connections between adult education and the workforce system—for individuals and for the system as a whole. In partnership with the National Skill Standards Board and the states of New Jersey, New York, Pennsylvania, and Washington, we are building a Work Readiness Credential that will define, measure, and certify that individuals have mastered the knowledge, skills, and abilities they need to succeed in entry level work in the 21st century.

See **Work Readiness**, *page 15*

Who Will Be First Hired and Last Fired?

In today's slow job market the "first hired and last fired" are those who employers are convinced will be highly productive.

Businesses are being particularly careful about who they hire right now. With profit margins down, they only want employees who can make a significant contribution to the bottom line. They want self-starters who can do the work, team players who will take responsibility for learning the business and for improving their own skills. In short, businesses want workers who will improve their profitability.

How can the workforce development system supply businesses with job candidates who are likely to get hired in this kind of job market?

One answer is to ensure that the people referred to job openings are equipped with the skills, knowledge and abilities that are needed in the 21st Century workplace. This is what Equipped for the Future (EFF) is about.

See **First Hired and Last Fired**, *page 2*

EFF VOICE
SPRING 2003 VOL. 3/NO. 1

The EFF Voice is a publication of the EFF Center for Training and Technical Assistance.

Please direct all correspondence, including editorial comments, to:
Beth Bingman,
Publications Coordinator
EFF Center for Training and Technical Assistance
Center for Literacy Studies
600 Henley Street, Suite 312
Knoxville, TN 37996-2135
865 994-6618
Bingman@utk.edu

The EFF Voice concentrates on a specific topic for each issue.

Contributors to this issue include: Beth Bingman, Reggie Curran, Donna Curry, Diane Gardner, Anson Green, Jane Myers, June Sekera, and Sondra Stein.

The next issue will focus on the topic:
Standards-Based Instruction

Designed by Mary Revenig, DesignWorks

First Hired and Last Fired, *continued from page 1*

What is EFF?

EFF is a set of standards that defines what adults need to know and be able to do to be successful workers in the 21st century.

EFF provides a new definition for adult literacy and life long learning—focused on the knowledge and skills adults need to carry out their roles as parents, citizens and workers. The definition is based on nine years of field-based research conducted by the National Institute for Literacy in concert with adult educators, learners, labor organizations, businesses, and workers. The research was initiated as part of the national effort to define Goal 6 of the National Education Goals: "Every adult American will be literate, and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

The skills in the EFF framework are skills we all need, regardless of education level. As a result, EFF provides a framework for a lifelong learning system. This is particularly apt for a workforce development system that needs to supply workers who can be successful in today's workplace.

EFF is a framework that helps adults create career ladders—to identify the skills and knowledge necessary to move from entry level to higher-skilled, higher-paying jobs. EFF includes the "traditional basics" and adds the "new basics"—problem solving, teamwork, communication, and using information technology.

Equipped for the Future Standards Wheel

BEST COPY AVAILABLE

How is the EFF Framework being used?

The EFF framework includes the Standards and other tools for contextualizing instruction, including the "Worker Role Map" and "Common Activities" that identify common contexts across the parent, citizen, and worker roles. It is being used by adult education providers and workforce development agencies across the country. Nearly 600 programs in 38 states are using EFF to guide teaching and learning. Eighteen states have adopted EFF to improve the quality of one or more of their adult systems. These include several states using EFF to link adult education and workforce development: Hawaii, Maine, New Jersey, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Vermont and Washington.

EFF is being used in adult education to provide:

■ **A purposeful approach to education:** EFF is being used to guide the initial goal setting and needs assessment process that is part of student intake and orientation. Students with work-related goals use the worker role map and standards to identify their employment goal, to assess their learning needs in relation to their goal, and to develop an individual learning plan that is tailored to achieving that goal. Knowing where the students are headed, students and teachers work together to ensure that learning is on target and students are making progress toward achievement of their goals *(see sidebar at right).*

■ **An applied approach to teaching and learning:** EFF standards focus both teaching and assessment on the application of knowledge and skills in real world contexts. In ESL classes where EFF is used students with an employment goal develop and practice English communication skills in the context of learning about the culture of the workplace in the U.S. They might develop and practice dialogues that involve calling an employer to report an absence; communicating to another employee or supervisor about a quality problem; or closing a sale with a customer. In these situations they develop valuable workplace knowledge as well as learning the skills associated with standards like *Speak so Others Can Understand* or *Listen Actively.* Since learning is contextualized in such real world learning activities, instruction often focuses on related skills like planning, problem-solving, and resolving conflict as well. Since EFF standards carefully define these skills, teachers and students both have a guide for learning in these "soft skill" areas.

■ **A performance-based approach to assessment:** EFF programs in Maine, Ohio, Oregon, Tennessee and Washington are learning how to assess not only what students have learned but how well they can use what they have learned to carry out every day tasks. Assessment focuses on the fluency, the independence and the range of learner performance—giving students clear guidance on whether they

(continued on page 4)

Using the Worker Role Map

Kate Marc, a teacher at Richmond Reads working one-on-one with an adult learner, documents the way in which using EFF helped this worker apply what he was learning in his tutorials to what he was doing in the workplace:

My student is a 47-year-old man who was released from a drug treatment program in Washington, DC. He's reading on about a third-grade level. We started with the Role Maps. I asked him where he would like to focus some of the work we do. He immediately chose the worker role...

Week 2. We spent the whole hour on completing a Skills Inventory to see what strengths he had as a worker... As we went through the list of Worker Skills, Joel reflected upon each skill and used his knowledge about himself and his experiences to answer...

Week 4. My original plan for this session was to reflect on the Skills Inventory Joel completed.... I didn't expect to hear that he had been offered a job promotion as a supervisor of the work crew on second shift. And that he used his knowledge of his strengths to evaluate the new job offer. So we talked a little bit about the pros and cons of taking this promotion. Then we began the goal-setting activity I had planned. My feeling was that now this is urgent—I want him to make his job decision in the context of a bigger picture.

Week 5. I feel that working on this EFF project has been good for me as a tutor because it has forced me to keep on track with the worker role and helping my student to do a good job at work. The fact that he is already using the information gained from our tutoring sessions is encouraging.

—Kate Marc, Richmond Reads, Teacher-Tutor Logs, February-March 1998

First Hired and Last Fired,

continued from page 3

have made enough progress to transfer their skills to settings outside of class—at home, in the community, and on the job.

■ **A framework for collaboration:** In states like New Jersey and Tennessee that are using the EFF Standards across systems, EFF provides a common language that makes sense to educators, businesses, and caseworkers as well.

How can EFF help your clients and your program?

Helping Your Clients

Workforce development agencies, from Career One-Stop Centers to community colleges, face a plethora of challenges in trying to help their clients get good jobs today. These include:

- Jobseekers who:
  - —cannot communicate clearly
  - —don't know how to present themselves to employers or describe their skills
  - —have gotten fired or laid off repeatedly because of inadequate skills
- Young adults who have not been adequately prepared by their schools, or who have dropped out
- An increasing number of immigrant workers, who lack strong English language skills and an understanding of the US workplace culture.
- Laid-off workers who held their old jobs for many years, but who now find they lack the skills to get re-hired.

These jobseekers face barriers that make it harder for them to get a job today and may prevent them from achieving—or returning to—self-sufficiency. Simply referring jobseekers facing one or more of these barriers to job openings is not enough. To help overcome these barriers workforce development agencies need to offer basic education and training services to equip jobseekers with the "new basics." And EFF can help.

Helping Programs

EFF also can support performance accountability in workforce development programs. Employment retention and earnings gains are two criteria the federal government uses to measure these programs. EFF-based work-readiness programs focus on the knowledge and skills that lead to improved employability. As a result, graduates of EFF-based programs not only get jobs faster—they keep them longer. And these graduates are more likely to see earnings increases. Programs that place jobseekers trained within the EFF framework will reap the benefits of this targeted training and do better on the federal performance measures. ▲

An EFF Success Story

In the last issue of the *EFF Voice* (Winter, 2002) we included an article on Washington State's **Families that Work** (FTW) program. FTW is a family literacy based WorkFirst program created as an intervention for people who were unemployable even during the boom years of low unemployment, for reasons that included low basic skills competency. EFF provided the framework for FTW's approach to building academic and employability skills. In November, 2002 the Washington Board of Technical and Community Colleges issued a report on the outcomes of that program.

According to Kristin Ockert, Washington State Basic Skills Administrator:
"The results have been remarkable."

Here are some highlights of the report:

■ **Academic Achievement:**
Academic achievement improves employability and access to job skills training for better-paying jobs:

- According to the MDRC-NEWWS 2002 report, *The Effects of Adult Education in Welfare-to-Work Programs*, the average national GED completion rate for basic skills students is 4%, while the best programs cited in the report had GED completion rates of 11%. The GED completion rate for FTW students was nearly 3 times that of the best programs cited in the report (29%), despite the fact that over 60% of participants entered with 3rd or 4th grade skills and most (68%) were only permitted 6 months of training.

■ **Social Services Outcomes (substance abuse treatment, anger management, etc.):**
Decreases in social services activities as a result of barrier resolution resulted in more time spent on positive work and family development.

- The percent of clients who were involved in social service intervention decreased from 100% to 51%.
- The percent of time spent in social service activities declined from 14.2 hours to 6.1 hours per week.

■ **Work Outcomes:**

- The percent of clients engaged in work activities (job search, work experience, subsidized jobs, and unsubsidized work) increased from 25% to 57%.
- The time spent in work activities also increased from 3.4 hours to 9.4 hours per week.
- Even though the focus of the program was stabilization and skills gains for job search readiness, 35% of clients went into unsubsidized employment within a quarter after training. Previously, none of these clients were able to gain employment, which was why they were referred to FTW in the first place.

New Jersey Uses EFF to Structure Its Workforce Development System

"EFF uses language that employers can understand immediately. It's not just about reading levels, but about skills needed for work. Empirically we know what skills workers need, and the EFF Standards Wheel calls them out for us."

—Henry Plotkin, Executive Director, New Jersey State Employment and Training Commission

Having clear goals and standards facilitates building a system for workforce development. EFF has become a critical ingredient in New Jersey's plan to move individuals out of poverty by providing them with education and training that adequately prepares them for work. The 2001 report *New Jersey in Transition: The Crisis of the Workforce* describes their challenge: "Nearly 40% of New Jersey's adults function at a level of literacy beneath that required by the labor market. Approximately 80% of those who receive food stamps or Temporary Assistance to Needy Families are at the lowest levels of literacy. In our urban school districts, between 40% and 60% of students drop out of school with reading levels well below the ninth grade."

In 1989, New Jersey established the State Employment and Training Commission (SETC) to develop a workforce investment system, the first Human Resource Investment Council established by state legislation. The Commission has been designated the State Workforce Investment Board so it has the responsibility of overseeing the requirements of the Workforce Investment Act.

In order to address the issues identified in the *New Jersey in Transition* report, the Commission recommended that New Jersey make adult education and literacy a top priority. Recognizing that "nearly half of the current workforce lacks the skills to fully participate in the growth sector of the economy," the SETC called on the State Council for Adult Literacy and Education Services "to develop a state plan for more effectively articulating links among the myriad of adult education providers throughout the state. At the local level, Workforce Investment Boards [were] asked to do the same for their communities."

One challenge the Commission and the State Council faced was that the adult education system in New Jersey was not focused on workforce readiness. According to Henry Plotkin, Executive Director of the New Jersey State Employment and Training Commission, EFF solved a major problem. It linked workforce and literacy needs. "If we hadn't found out about EFF, we would have had to develop our own system that could make these significant links. EFF orients literacy providers into a broader understanding of their role."

The State Council for Adult Literacy Education Services (SCALES), operating under the SETC, adopted EFF as a framework to provide both a focus and a strategy for reaching higher literacy goals. "The promise of EFF is that it places literacy in a framework that deals with the whole person—as worker, family member

(continued on page 6)

Bob Santare, owner of Champion Fasteners in Mt. Holly, NJ, says he is sold on Equipped for the Future. He created a classroom in his factory and provides on-site training for his employees as well as for other local area businesses. He is committed to his employees and considers training a part of worker benefits even though as an employer he too gains. He has very little turnover and his employees work as a team. He feels that the EFF skills stressed in the workplace flow into the community. (Bob wears several volunteer hats in his community so understands the value of being an effective community me.nber.)

Not only is Bob Santare a business owner, he is also chairperson of the Burlington County Workforce Investment Board (WIB). At the local level WIBs oversee the One-Stop Career Center system which includes a comprehensive site in each county as well as other affiliate locations. As chair, he is strongly advocating for use of EFF in workforce development activities in the county. His company paid for a trainer to attend the EFF Institute to learn more about EFF. Bob's hope is that this trainer can eventually train other One-Stop Career Centers in Burlington County. He feels that the One-Stops should adopt the EFF approach to education. He would like to see all One-Stop players speaking the same language, and the EFF skills permeating through everything they do.

Bob explained, "The most important skill we need to have is an understanding of our role in life. We need to know where we are within the big picture of work, our community, and our families. At the One-Stops, we need to begin by asking our customers where they are now, what skills they bring with them rather than what deficiencies they have. The EFF tools will help our customers figure out where they are now."

New Jersey Workforce Development System,
continued from page 5

and citizen. Such an approach will greatly enhance the utility of basic skills training and produce results that will have a much wider impact on people's lives than envisioned by previous efforts in this area."

New Jersey has launched a variety of activities to begin integration of Equipped for the Future. WIBs are being trained to integrate EFF into their strategic planning. Workforce development staff in adult literacy labs at One Stops have had their first EFF trainings. A set of representative pilot sites are being identified also. Once staff have been trained and new approaches have been implemented these pilots will be able to serve as models for other programs in the state as broader scale implementation gets underway.

To assure continuity in these efforts, New Jersey is also supporting certification of two state-level staff as EFF trainers. These trainers will work with staff from local agencies throughout the state as they integrate EFF Standards into their programs. ▲

Combining Work and Education:

It Doesn't Have to Be a Case of Either/Or

"EFF provides a framework to link classroom learning and work experience. Participants use class time to build knowledge and skills they need to be effective in the roles as worker and parent/family member; their work experiences are opportunities to practice the application of those skills and knowledge."

—Jane Meyer, Adult Education Coordinator, Canton City Schools.

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 moved welfare reform agenda from "training first" to "work first." This act replaced AFDC (Aid to Families with Dependent Children) with block grants to cover both employment and training activities. The philosophy behind the new act is that any job is a good job: employees can gain skills and positive work habits on the job even more effectively than in the classroom. This new act was designed to move people from welfare into unsubsidized jobs as quickly as possible.

Many adult educators felt that with the new law, those individuals most in need of educational services would not have the opportunity to develop basic skills before searching for a job. These educators feared that once students found a job, they would have difficulty finding the time or energy to pursue education on their own. While some educators lamented, others took action. One individual who decided to use work as a learning experience is Jane Meyer, Adult Education Coordinator for Canton City Schools in Ohio.

Jane was already running a successful Even Start family literacy program. She was concerned about the students who

The EFF Skills Standards	Key Activities Worker Role Map Do the Work	Activities Needed to Carry Out Family Math Night
• Plan • Speak So Others Can Understand • Listen Actively • Cooperate with Others	Organize, plan, and prioritize work	Decide what needs to be done and who's going to do it (Develop committees)
• Convey Ideas in Writing • Advocate and Influence • Use Math to Solve Problems and Communicate • Solve Problems and Make Decisions	Use technology, resources, and other work tools to put ideas and work directions into action	Write a proposal including a budget and also look for alternative ways of collecting prizes, providing refreshments and supplies
• Learn through Research • Listen Actively • Take Responsibility for Learning	Respond to and meet new work challenges	Figure out what is entailed in a Family Math Night; determine who to make request to and learn what all is needed to make it successful
• Observe Critically	Take responsibility for assuring work quality, safety, and results	Ensure that refreshments are appropriate for audience; think about what supplies can be used with young children

Equipped for the future

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

BROAD AREAS OF RESPONSIBILITY

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

KEY ACTIVITIES

Do the Work	Work With Others	Work Within the Big Picture	Plan and Direct Personal and Professional Growth
• Organize, plan, and prioritize work • Use technology, resources, and other work tools to put ideas and work directions into action • Respond to and meet new work challenges • Take responsibility for assuring work quality, safety, and results	• Communicate with others inside and outside the organization • Give assistance, motivation, and direction • Seek and receive assistance, support, motivation, and direction • Value people different from yourself	• Work within organizational norms • Respect organizational goals, performance, and structure to guide work activities • Balance individual roles and needs with those of the organization • Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices	• Balance and support work, career, and personal needs • Pursue work activities that provide personal satisfaction and meaning • Plan, renew, and pursue personal and career goals • Learn new skills

NATIONAL INSTITUTE FOR LITERACY

would be placed in a community service job because they were unable to maintain unsubsidized employment—those students who were most in need. She felt that just giving them a "job" to do would not prepare them to be effective workers with transferable skills and they would be even less connected with their children's school.

Jane collaborated with the Department of Job and Family Services(DJFS) to meet the need. DJFS wanted to connect everything—GED preparation, parenting education, and workforce development. They used EFF as the framework to link work, parenting, and academics.

Students in Canton City Schools Even Start spend 30 hours a week at their child's school. To fulfill their welfare work requirement, they are required to spend 20 hours each week participating either in work or work-related activities. They spend 10 hours in class. According to Jane, "We used EFF to look at what we were teaching in a different light. We used the Worker and Parent/Family Member Role Maps specifically. *(See chart for an example of how students can link work and family.)* In doing so, we extended class time into work time because we were teaching in the context of work."

This new integration of work and education has had several benefits: students are able to continue to participate in educational activities with more intensity, the Department of Job and Family Services has another community work site, and, most importantly, students are coming out of the program better prepared for work.

What sort of work and work-related activities do students engage in at the school? They undertake jobs such as classroom aide, office receptionist, and materials duplication. Before beginning a job students learn the skills necessary to do the work and specifically how to apply these skills to the job. They also explore how these skills could transfer to other jobs or apply in their role as parents. In order to work as a receptionist, for example, students must be able to greet others in an appropriate manner and be able to use the telephone appropriately. To prepare for this role, students work on the EFF Standards *Cooperate with Others,*

(continued on page 10)

From Role Map to Standards to Performance

Worker Role Map

BROAD AREA OF RESPONSIBILITY

Do the Work

The Worker Role Map defines what adults need to be able to do in their role as workers. Representatives of industry, adult education, employment training, economic development and related agencies from across the country validated this definition of the worker role. The role map identifies the critical functions of work as four broad areas of responsibility: **Do the Work. Work With Others. Work Within the Big Picture. Plan and Direct Personal and Professional Growth.** Each of these broad areas involves a number of key activities. The Broad Area of Responsibility *Do the Work* focuses on what we think about as central work responsibilities, adding a focus on "adapting to changing work demands." In the 21st century workplace, how we do the work is as important as what we do. The other three broad areas of responsibility in the Worker Role Map make clear that doing the work well includes the ability to work as part of a team, to understand how one's work contributes to the business as a whole, and to continue to develop the skills and knowledge needed to take on these enlarged responsibilities and be prepared for change.

KEY ACTIVITY

Take responsibility for assuring work quality, safety and results.

Take responsibility for assuring work quality, safety and results is one of the Key Activities that enables workers to carry out the broad area of responsibility Do the Work. The Key Activities further define the broad areas of responsibility of the role. Each Key Activity involves a range of tasks performed in a variety of situations over time. The key activity describes what adults do in a generic way, leaving room for individual and organizational variation. How a worker takes responsibility for assuring work quality, safety and results will vary by worker, position, and organization.

ROLE INDICATOR

Take Responsibility for Assuring Work Quality and Results

For each Key Activity subject matter experts helped us refine a set of performance indicators that describe what to look for to see if a key activity is being performed well. We call these indicators of effective performance "role indicators" because they help us better understand what doing the job well entails. Role indicators for *Take Responsibility for Assuring Work Quality and Results* include: soliciting and using feedback from internal and external customers for continuous improvement; using information from safety programs and training at all times; monitoring potential hazards and mistakes, and taking the initiative to correct them; minimizing work costs, problems, rework, and production time.

The Role Indicators help us identify what knowledge and skills a worker might need to draw on in order to carry out a particular key activity. If part of a worker's responsibility for assuring work quality, safety and results involves soliciting and using feedback then we know that it is important to pay attention to both oral and written communication skills and problem-solving skills. Math skills and observation skills become important when we focus on monitoring potential hazards and mistakes as well as minimizing work costs, rework, and production time. The ability to cooperate with others, working as part of a team, might be important here too. All of these skills are included in the 16 EFF Standards.

Assessment

PERFORMANCE ASSESSMENT TASKS

Read With Understanding Tasks

EFF performance assessment tasks are modeled on real world meaningful tasks. They are constructed to provide opportunities for teachers to collect evidence of how well a student can use the targeted standard(s) in order to carry out that task. The key activities and role indicators for the three EFF role maps provide guidance for EFF assessment developers in defining assessment tasks.

EFF Assessment Tasks for *Read with Understanding* related to the Worker Role include tasks at multiple levels of complexity focused on reading and applying safety instructions; reading and applying information on job benefits; reading and following up on advertisements for jobs.

Assessments for the EFF Work Readiness Credential will focus on the broad range of skills that are critical for entry level performance, using entry-level indicators validated by the business community to define assessment tasks.

STANDARD

Read With Understanding

- **Determine the reading purpose.**
- **Select reading strategies appropriate to the purpose.**
- **Monitor comprehension and adjust reading strategies.**
- **Analyze the information and reflect on its underlying meaning.**
- **Integrate it with prior knowledge to address reading purpose.**

Equipped for the Future had developed 16 Standards that define the core knowledge and skills that adults need to carry out their roles as parents, citizens and workers. The components of performance, which are bulleted under the name of each standard, define each of the elements of effective performance, providing a guide for students and teachers as they approach a task that requires them to use that Standard.*

The components of performance in the Standard *Read with Understanding* help an adult discriminate between different kinds of reading tasks. For example, an adult working as an assembler might say, "I can read the order forms at work enough to understand how many items I need to assemble, but I just don't understand the manual I have to read to make sure I am using that new machine right." A teacher could work through the components with the student, helping to identify where the problem is—word analysis strategies, for example, or comprehension monitoring strategies;—and then focus instruction on the specific knowledge, skills, and strategies a student needs to develop and practice in order to be able to read that manual.

**A more detailed picture of performance is provided by the performance continuum for each Standard.*

(See pages 135 – 143 of the *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century* for complete Worker Role Map.)

Combining Work and Education,

continued from page 7

Speak So Others Can Understand, and *Listen Actively*. The students doing duplication focus on the EFF Standard Plan. The students prioritize their work to get multiple tasks done, and they know how to monitor their progress, make adjustments in their plan, and then evaluate whether they are successful. The skills that they practice in class prepare them for success in their jobs at the school. More importantly, they learn skills that are transferable to any other job that they undertake, and transferable to their other adult roles as parent and community member.

Another example of how the program integrates work and education is through work-based projects. For example, students planned and implemented a "family math night" for the school: an evening where parents and their children would come together to explore math activities. They wrote a proposal with a budget, and developed committees to organize door prizes, refreshments, and entertainment. Through planning this session, students developed skills that could be transferred to other work-related activities. They also developed positive relationships with the school, addressed family-related issues (for instance, discussions around the nutritional value of cheap refreshments vs. healthier offerings), and also linked their learning to GED preparation. And, under Canton City's Schools agreement with DJFS, this work also counted as part of their work time under TANF.

Along with the work-related activities at school, students visit different job sites and do job shadowing. Each student is assigned a mentor who is also an employee in the local area. Orientation for mentors include viewing the Worker Role Map and the Standards Wheel to consider how mentors can frame the discussions with students by using a common language. When the mentor talks about work, he or she uses the EFF Standards to describe what is required on the job. When students visit job sites, the tour guide from the business has seen the EFF Standards Wheel and uses the language from the Worker Role Map and the EFF Standards. Students soon gain an understanding of what skills are really needed for different jobs.

Is the program successful in addressing both the education and work aspects of students' goals? The statistics speak for themselves. In one year, 93% of the Even Start students whose goal was to earn a GED met this goal. And 61% of the students who entered at lower academic levels and had increasing basic skills as a goal jumped to the next National Reporting System level (about 2 grade levels). A three year study of those graduating (graduates are not just those who receive GEDs) shows 67% were either employed or attending another training program 6 months after graduating. After one year, 70% were employed or attending another education or training program. After two years, 89% were employed or attending another training program.

According to Jane, "EFF pulled it all together for us. We needed something to connect all the pieces so we created a new program design with EFF as the curriculum framework. Focusing on work produced employment results and improved academics because skills were taught in the real life context of work." ▲

Linking to Private Sector Partners: EFF and Retail Sales

"By combining industry skill standards with the EFF Standards, this project can assure employers that workers will be able to develop meaningful careers and contribute to the society in which we all live."

—Kathy Mannes, Vice President for the National Retail Federation

The partnership between the National Retail Federation (NRF) and the National Institute for Literacy (NIFL) began in the early days of EFF when NIFL turned to the original skill standards projects funded by the U.S. Departments of Education and Labor for advice on how to build national, voluntary adult learning standards. Several years later, the NRF turned to EFF when its members were looking for a program to help them participate in community efforts to hire more welfare recipients *(see page 6 for more on 1996 law)*. The initial program designed by NRF and EFF was a six-week, 30-hour orientation to retail sales for welfare-to-work participants. The course foundation is the EFF Framework and Standards. The application or performance of the standards is demonstrated in an industry training context using the Sales and Customer Service Standards developed by the Sales and Service Voluntary Partnership. The curriculum was

piloted in Maine, Tennessee, Texas, and New Jersey. Last year, four of the NRF Foundation-affiliated skills training centers were trained in how to integrate the EFF Framework into the sales and service instruction currently delivered in these programs.

The joint EFF/NRF project demonstrates how the EFF standards address employability. Five EFF Standards are emphasized to help course participants gain sales and service skills—*Speak So Others Can Understand, Listen Actively, Observe Critically, Guide Others,* and *Cooperate with Others.* These skills are necessary for providing customer service and making a sale. Three other EFF Standards are also closely examined. *Use Math to Solve Problems and Communicate* is used in the sales part of the course. *Take Responsibility for Learning* and *Reflect and Evaluate* are included since these are critical to helping participants successfully complete the course.

Participants are required to compile an employability portfolio that demonstrates their customer service and sales skills. When participants have achieved all of the course requirements, they receive a certificate from the National Retail Federation. Course graduates also earn access to the assessment for national certification in Customer Service.

Mary Moorhouse coordinates the Equipped for the Future/National Retail Federation partnership, and helps to spearhead the work of the NRFF's Retail and Sales and Service Skills Centers. Mary says, "When people go through the EFF/Sales and Service training, they feel better about themselves because they

(continued on page 12)

In the past, I would have just blown up and been fired, but I was able to remember the skills I learned in class, negotiate, and keep my job.

—Sales and Service Institute student

• • • • •

In Prince George's County, MD, the Prince George's County Sales and Service Institute partnered with the Prince George's County Services Corporation to provide training for individuals that would help them obtain and keep jobs. Three 6-week workplace readiness training sessions were recently held, and according to Training Coordinator Virginia Kelley, were "astoundingly successful." Each session engaged between seven and nine students, each of whom had previously been relatively unsuccessful at finding and keeping jobs. During the session, only one student dropped out of the training.

The workforce development training made use of EFF Standards, integrating the 16 skills with the expectations of employers, helping students learn how to use what they already know to build a foundation for learning that will bridge their various life roles.

The classroom was set up in a U shape, and each student had use of a computer. Activities included discussion, research, guest speakers, field trips, relationship building with local businesses, and critique of actual workers encountered in retail environments.

Ms. Kelley says, "The EFF framework helps bring things home to students. Most grasped the concepts by the second day, and were able to see the big picture. It helped them realize what they already knew, and showed them ways to use skills in more than one situation. In their evaluation of the program, they were able to cite how the program helped them at home and work, with family and employers."

Student reactions to the program included statements such as "All my life I never set goals, I'd say I was going to do something, but didn't know where to start. The goal-setting process is something I'm going to teach my kids." Another student told Ms. Kelley, "I negotiated around a problem I was having in my job. In the past, I would have just blown up and been fired, but I was able to remember the skills I learned in class, negotiate, and keep my job." Students were able to see how the skills they learn in one area can help them in another, and that learning really does continue throughout life.

In addition to the workplace readiness training sessions, plans are being made for certification classes, which will help employees to become nationally certified by the National Retail Association. The center also is negotiating with local businesses to plan one-day seminars for managers and three-day sessions for employees, each using the EFF standards. As Virginia Kelley says, "This program works!"

EFF and Retail Sales,

continued from page 11

learn skills to use in situations they face in their work, family and community roles. Employers have noticed that workers who have graduated from this program just have a better spirit."

EFF is currently working with seven of the NRF affiliated skills centers or programs located in shopping centers or urban centers throughout the United States: Prince George's County MD Sales and Service Center, King of Prussia Mall in PA, Jersey Gardens in Elizabeth, NJ, Arundel Mills in Hanover, MD, the Retail Institute in Richmond, VA, the Retail Skills Center in Seattle, WA, and San Marcos, TX. Pilots in these states will help the curriculum development team determine ways to ensure curriculum flexibility so that it is adaptable to a broader range of sales and services positions. These include customer service job opportunities in such industries as hospitality, banking, insurance, call centers, health care and transportation. In addition, EFF is currently working with the Texas Education Agency to pilot a new version of the training designed to meet the needs of dislocated workers in the border areas who need to build stronger English language skills.

Mary Dignan, Instructor at the Customer Service Training Collaborative in Philadelphia believes EFF has had a great impact on her students' personal lives as well as on their work skill preparation. "I incorporate EFF into all of the customer service training materials. Students have become much more aware of how they use communication and interpersonal skills at home—how they address their five-year old or how they listen to their teenager. Clearly they are transferring their skills across roles. Let's face it—if our workers can communicate with their own teenagers, I know these workers will make great Customer Service Representatives and exhibit better internal customer service. We then have a win for the worker and a win for businesses in our global workplace."

Sarah Conrad, Director of the Retail Skills Center at Jersey Gardens in Elizabeth, New Jersey, is excited about the success of the workers and job seekers who are utilizing their program. The Jersey Gardens Skills Center opened in October 1999. Through collaboration by the New Jersey Department of Labor, the local Community College, the Jewish Vocational Services (JVS) and the National Retail Federation, entry level workers participate in a variety of programs that help them develop the skills needed to be successful in retail and customer service industries.

EFF Standards are used by the Center to help students tie together the skills they learn in their worker roles with their home and community roles. Because they have learned new ways to negotiate and handle various issues, workers find they can better handle personal situations as well. Ms. Conrad said "The drop out rate has greatly diminished; students are engaged in the program and want to come back each day."

Employers have been so pleased with the progress workers have made in the Retail Centers that they are hiring them even before they complete the program, promising to support them with time to finish the program.

Dan Roy, President and CEO of Priority Retail, Inc. was impressed when he attended a recent training in San Marcos. "While an employer's work related skill set is critical, so too is the employee's ability to balance the work role with those of the family and community. EFF's comprehensive approach aligns itself well with retail's continuing effort to improve the caliber and performance of its workforce. Equipping people with the tools they need to perform effectively in each of society's roles is a process of value creation, and it is one that should be emphatically embraced by the business community."▲

EFF's comprehensive approach aligns itself well with retail's continuing effort to improve the caliber and performance of its workforce. Equipping people with the tools they need to perform effectively in each of society's roles is a process of value creation, and it is one that should be emphatically embraced by the business community.

–Daniel P. Roy, President and CEO, Priority Retail, Inc.

The Sales and Service Voluntary Partnership (SSVP) was formed to develop standards for four industries—retail and wholesale sales, personal services and real estate—as part of the voluntary national system of standards and certification for all industries and workers. With input from hundreds of professional sales and service associates and managers from the four designated industries, standards were developed around what an employee needs to know and be able to do to be successful. The NSSB has approved the customer service and sales skill standards, and the SSVP launched its Professional Customer Service and Sales Worker certification program in Spring, 2002.

EFF Effectively Links Education and Training

"The aim is to better position learners for increased earning potential and chances for advancement. EFF can help programs deliver the skills and abilities that workers desire in a language that employers understand."

—Anson Green, Coordinator, Texas Workforce Commission, Office of Workforce Adult Literacy

Historically, there has always been tension between educators and those in workforce development over the goals of Adult Basic Education—should classes focus on developing skills toward academic goals like a GED or on the wide range of skills today's jobs require?

Employment programs have often felt that adult education provides such a "generic" academic curriculum that those looking for jobs or job advancement are not able to transfer new learning to specific workplace contexts. On the other hand, educators often feel that employment-focused basic skills "training" is too narrow in its focus, and risks not addressing the other needs that learners often seek to meet through adult education classes. Additionally, while adult educators are usually well positioned to deliver an academic curriculum, they often have not learned to design basic skills curricula that meet the divergent needs of employers and today's increasingly complex jobs. By making more explicit the wide range of skills valued by both educators and employers, Texas, like New Jersey, is using EFF to provide a common language for educators as well as those in those in workforce development.

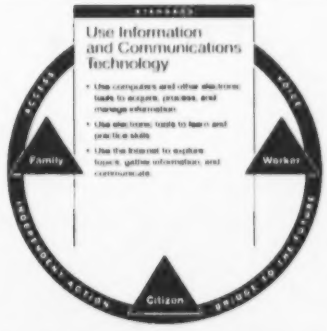
In 1998 the Texas Strategic Economic Development Planning Commission published a ten-year economic development plan for the state. According to this plan, the number one priority for Texas is to build the capacity of its workforce to compete in the future economy.

In order to accomplish this long-term goal, Texas must address the education needs of over three million Texas adults who read at the lowest level of adult literacy (1993 Texas Adult Literacy Survey). In some parts of the state—such as the counties along the Mexican border—up to 60 percent of the adult population is reading at the lowest level. These same areas of the state face additional pressures, such as continued job layoffs, due to NAFTA, creating an even tougher environment in which to get a job. The El Paso area alone has lost approximately 19,000 jobs to plant closures since layoffs began. The majority of these dislocated workers are middle-aged, Spanish-speaking women with limited formal education.

The 2000 Census revealed that Texas grew 22.8% over the last decade, with residents of Hispanic origin accounting for over 60% of this growth. Considering these challenges, it is difficult to envision how some Texans will find substantive employment in the present job market where the need for English literacy skills is ever-growing. Without strong, research-based basic education programs to support and develop their skills, jobseekers will find competing for jobs in the future is an even greater challenge.

The Texas Workforce Commission,

(continued on page 14)



Beginning ESL Activities Using EFF and Technology at Anamarc Educational Institute

"EFF is helping our ESL learners put names to skills they already have. They see that they have many skills that they can do well in their various adult roles."

—Ana Maria Piña Houde, Director, Anamarc Educational Institute

The educational and retraining needs of thousands of dislocated Spanish-speaking garment workers who have lost their jobs due to NAFTA (North American Free Trade Agreement) has presented enormous challenges to the city of El Paso, Texas. One school, Anamarc Educational Institute, has developed specialized vocationally focused programs to meet the retraining needs of these workers. Because of the limited English skills of these workers, Anamarc uses a bilingual methodology to assist workers in developing specific vocational skills while providing a scaffolded approach to developing English skills.

Anamarc received one of several grants through the Texas Workforce Commission's Office of Workforce Adult Literacy. The program is using EFF Standards and the Worker Role Map, as a framework to help learners better identify and develop the discreet skills they need for successful reemployment.

Why has the staff chosen to use EFF in their vocational program? Director

(continued on page 14)

Linking Education and Training, *continued from page 13*

Office of Workforce Adult Literacy is using EFF as a tool to tackle this enormous challenge. The Commission is funding a wide variety of projects in the state for job seekers as well as for current workers who require increased skills to reach their employment goals. Funded projects are required to use the EFF Framework to design and implement curricula as well as to describe student progress. In the past, efforts in Texas to move low-skilled workers into jobs or reemploy dislocated workers have been hampered by having to rely on literacy and adult education programs that provide a generalized curriculum, focusing on the development of academic skills rather than work skills. The new office of Workforce Adult Literacy has developed several initiatives designed to prepare adults with the necessary literacy skills, job skills, and interpersonal skills necessary to find immediate success in the job market while promoting lifelong learning.

Projects are developing employment-focused classes based on the EFF Standards and Worker Role Map to ensure that participants in the projects recognize and develop the wide variety of skills valued by employers. The Texas Workforce Commission believes EFF will help projects not only encourage and measure the impact of closer relationships with employers, but also provide learners, through curricula designed around EFF Standards, with the wider skill requirements employers require in today's job market. ▲

Using EFF and Technology at Anamarc Educational Institute, *continued from page 13*

Ana Maria Piña Houde explains. "EFF created a clear vision for learners and instructors for getting and achieving goals. We believe that our learners should take an active role in what happens in the classroom, but there was nothing available that really helped learners or instructors. EFF really helps learners take more responsibility for their learning and become active members of the class."

Rather than reinforcing feelings among students that they are "deficient" because they aren't proficient English speakers, Anamarc uses the Worker Role Map to articulate the many strengths students already have. They can see how, as long-time garment workers with a strong work ethic, they are able to perform many of the key activities listed under the broad areas of responsibility. They also see how learning English will help them be more effective in their worker role.

Students also use the Citizen Role Map, working together with other people to accomplish a common goal. Recently, all the medical assistant students participated together with Chevron in a health rally to immunize as many people as possible. They were enthusiastic to be part of this community activity and to practice all the skills acquired through the program. The impact of this activity was extremely positive since they had never contributed their knowledge to a common purpose of such importance to their community.

Students work within the Family Role Map by practicing their English skills at home with their children and family and by helping their school age children with homework.

Many of the jobs for which workers are being retrained require the use of technology. Because participants receiving dislocated worker benefits have a limited time for retraining, Anamarc focuses on the EFF Standard *Use Information and Communications Technology* early in the course. To do this Anamarc has had to develop specialized curricula approaches.

Hector Juarez, an Anamarc instructor, explains, "Most of the students at Anamarc are dislocated workers with little education from their native country (Mexico). Not surprisingly, they speak limited English and have little or no familiarity with computers. Introducing basic computer literacy very early into our program helps students practice their emerging English skills while at the same time developing valuable computer skills. This approach gives students skills they can apply to begin exploring career choices online and looking for jobs immediately while they build their English literacy or GED skills.

"For students who enter our vocational programs, early exposure to technology provides them with a solid foundation for their vocational training."

By introducing technology early in the program, learners not only develop a more accurate picture of how computers are used on the job but also learn and develop ways they can take notes as they develop new skills. In essence, students are learning to take responsibility for their learning so that they can continue to learn detailed tasks once they are placed in internships and jobs.

The effect of this is seen in students who continue in the program's Office Technology Assistant, Medical Assistant or Certified Nursing Assistant programs. This early focus on the EFF Standards *Use Information and Communications Technology* along with *Speak So Others Can Understand, Listen Actively*, and *Take Responsibility for Learning* has a great impact on students' performance and progress in these more intensive courses.

Work Readiness, *continued from page 1*

With this new credential:

- Employers can be sure that a job applicant who comes to their door has basic workplace knowledge and skills and is ready to learn job-specific technical skills.
- Jobseekers coming into the workforce system from a variety of pathways will be able to demonstrate their readiness—not only to enter that system, but also to move along a number of career pathways to earn more advanced credentials and to qualify for better jobs.
- One Stop Centers will have an upfront, accurate assessment of the readiness of jobseekers for employment.
- Education and training programs and curriculum developers will be able to offer courses of instruction to prepare students to qualify for this credential, in the same way they now design courses to prepare adults to pass the GED.
- Regional Workforce Investment Boards will be able to hold education and training vendors in the system accountable to a clear set of results.

Such a credential is long overdue. Employers report an enormous gap between the skills jobseekers have and the skilled needs in the 21st century workplace. According to the National Association of Manufacturers report on *The Skills Gap 2001*, more than 80 percent of manufacturers reported a shortage of qualified applicants. The impact of skills deficiencies in the work force are devastating. The greatest impacts reported include:

- Inability to maintain production levels consistent with customer demand;
- Inability to implement productivity improvements; and
- Inability to implement quality improvement processes and upgrade production technology.

The EFF Work Readiness credential will directly address this skills gap. Based on business consensus on what "work readiness" means, the credential will define a common standard education and training programs can use to be sure they meet labor market needs.

As a result, the credential will benefit both employers and jobseekers. It will enable employers to identify a pool of qualified applicants who are ready for job specific technical training, thus assuring U.S. businesses they will have the workforce they need to be global leaders. For jobs seekers who lack a diploma it will provide access to good jobs and multiple career pathways, and a new bridge to economic self-sufficiency for at risk youth and disadvantaged adults beginning the climb out of poverty.

The EFF Work Readiness credential will directly address this skills gap. Based on business consensus on what "work readiness" means, the credential will define a common standard education and training programs can use to be sure they meet labor market needs.

As this issue comes out we are working with businesses and other workforce partners in New Jersey, New York, Pennsylvania, and Washington to build consensus within and across the states on our work readiness profile. Next spring we will field test the credential assessment in partner states, with a goal of completing the credential delivery system by Spring 2005.

We look forward to working with you to build and certify work readiness. ▲

About the EFF Center for Training and Technical Assistance

The EFF Center for Training and Technical Assistance was created in 1999 to put in place a system for the development and dissemination of training, materials, and technical assistance that supports integration of EFF standards and standards-based practices into instruction, assessment, and program management. The Center is sponsored and partially funded by the National Institute for Literacy and is operated by the Center for Literacy Studies at the University of Tennessee.

The EFF National Center's primary responsibility is to reach out and establish strong linkages with key partners, including adult education, family literacy, welfare to work, skill standards voluntary partnerships, and other workforce development systems, and to assure that these partners have the support needed to integrate EFF as part of their effort to deliver desired results.

Through its corps of national facilitators and on-going train-the-trainer institutes, the Center assures quality EFF staff development. For more information about EFF staff development and to discuss ways that EFF may be integrated into your organization, contact:

Diane Gardner,
Coordinator of Professional Development and Trainer Certification
865-974-9949
dgardner@utk.edu

Equipped for the future

EFF VOICE

1775 I Street, NW
Suite 730
Washington, DC 20006-2417

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

U.S. POSTAGE
PAID
U.S. DEPARTMENT
OF EDUCATION
PERMIT NO. G-17

FIRST-CLASS

STEVE CHAMBERS
ERIC/ACVE
1900 KENNY RD
COLUMBUS OH 43210-1016

On-Line Resources

■ ***LINCS*** is the NIFL's on-line connection to adult literacy information. Regional technology center staff is available to connect state and local organizations, practitioners, researchers, and learners. The site address is: **http://www.nifl.gov/lincs/** Also check out subject-organized resources at: **http://www.nifl.gov/lincs/collections**

■ **The Equipped for the Future Website** is a *LINCS* special collection. Visit this site to learn more about the EFF, the NIFL's standards-based system reform initiative. The EFF web site will provide you with information on such topics as: the history of EFF, The Content Framework and Standards, EFF publications, EFF resources, and EFF training events. The site address is: **http://www.nifl.gov/lincs/collections/eff**

■ **The Equipped for the Future Online Discussion List** features targeted discussion about the EFF initiative. Subscribe to the discussion, or read the archived messages for this and previous years. This online forum is the logical place to turn for EFF information and resources, and to join in the ongoing conversation about EFF by people using EFF. The site address is: **http://www.nifl.gov/lincs/discussions/nifl4eff/equipped_for_future.html**

You can also subscribe to the list by sending an e-mail message to: **listproc@literacy.nifl.gov** (leave the subject line blank). In the body of the message type: **Subscribe NIFL-4EFF your first name your last name**.

■ **Equipped for the Future Publications** may be ordered from the ED Pubs Clearinghouse. EFF publications are free of charge, unless otherwise noted. On-line versions of the documents can be accessed directly, including the *EFF Content Standards*, the *EFF Voice* newsletter, the *EFF Assessment Report*, and the *EFF Evaluation Report*. For the complete list of EFF publications and products, go to: **http://www.nifl.gov/lincs/collections/eff/eff_publications.html**

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").